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ABSTRACT

An instructional model is described for using television production and television viewing as subject matter to integrate the development of communication competence in the langauge arts. The theoretical background of the model is explained, as is the application of the model in a pilot demonstration study. A sample usit is offered, with 11 competencies for promiting the understanding of the interrelationships of reading, writing, speaking, and listening in a problem solving context (across medium and mode). Each competency is followed by lists of activities, learning objectives, instructional strategies, and evaluation procedures. (RL)

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Critical Consumers and Creative Producers:

A Model for Integrating Language Arts Instruction

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Paper presented at the national meeting of the Speech Communication Association, New York City, 1980.

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SUMMARY

Objectives

The objectives of this project were to develop and demonstrate the usefulness of an instructional model which uses the process of television production and television viewing to integrate the development of communication competence in the language arts.

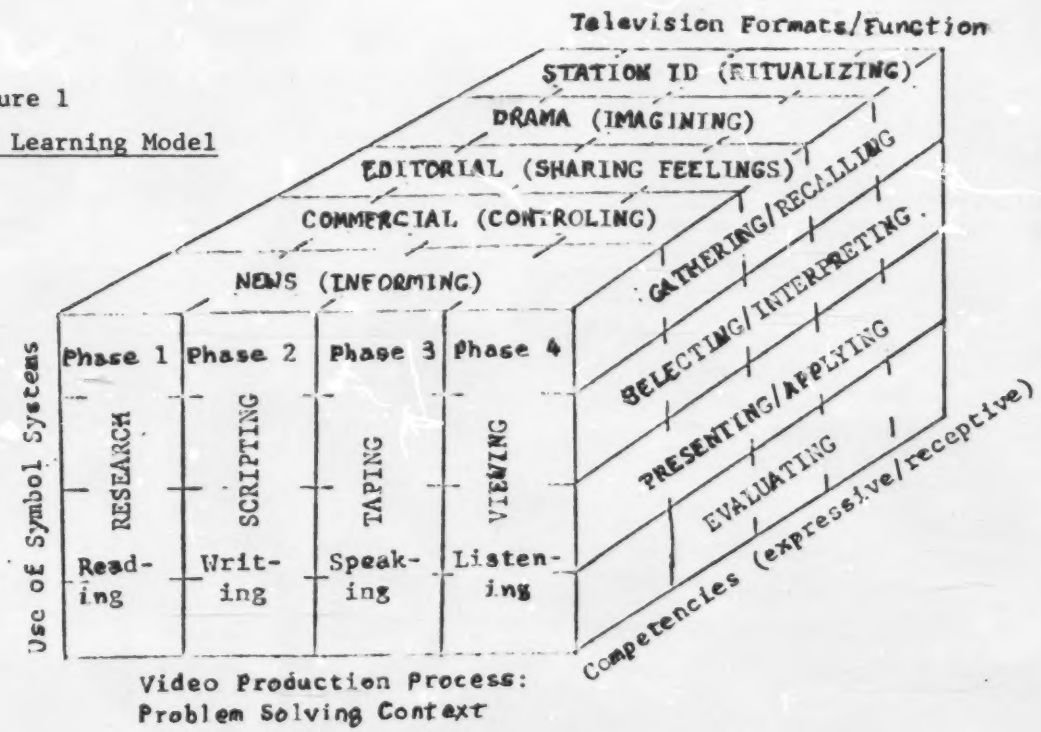
With the sense of audience, the television production process of research, script-writing, performing and viewing provides the problem solving context in which the skills of reading, writing, speaking and listening are used. In addition, the application of these skills in viewing television provides a vehicle for incorporating visual literacy and critical viewing into communication arts instruction.

Theoretical Framework

The development of the instruction model was based on theoretical considerations from three areas of instructional research: (1) the framework of functional communication competency (Wood, 1977; Book, 1978), (2) the concept of integrated instructional strategies (Strickland, 1979), and (3) the multiple delivery system approach to staff development (Barnes, Putnam, and Wanous, 1979). Discussion of these theoretical considerations is made in reference to the Integrated Learning Model (below).

Figure 1

Integrated Learning Model



The framework of functional communication competency developed for oral communication is expanded to include written communication on the basis of research in the instruction of reading and writing. Secondly, the process of television production is used as the vehicle for integrating the development of communication competence in the communication arts of reading, writing, speaking and listening. Commonly recognized television formats represent the functions of communication, and the process of television production requires that each language skill function as the primary means of accessing information at some stage in the problem solving process. Finally, the model is a curriculum generating instrument, rather than a pre-packaged curriculum. Because the model is one of curriculum generation it is applicable to any content area, providing not only the integration of instruction in the communication arts but also integration of the communication arts with other content areas.

Methods

The development of the instructional model is the result of the first phase of this project. Demonstration of the use of the model represents the second phase.

Fifteen student teachers in a language arts methods course participated in the project. Over a period of a ten week term, teachers were (1) introduced to the concepts of functional communication competency, integrated instructional strategies, and curriculum generation, and (2) given practice in applying the model through receiving instruction according to a sample unit developed from the model. In addition, seven of the student teachers taught the sample unit in their classrooms. Classroom applications ranged from kindergarden to ninth grade.

The sample unit included instructional activities in three areas: (1) Critical Viewing, i.e., identification of the function (purpose) of content for various media, (2) Visual Literacy, i.e., identification of language functions in the visual language of television through activities which introduced students to the use of video equipment, and (3) Production, i.e., application of knowledge of language functions in production activities (including role plays, skits, and video production).

Student teachers received instruction in all three areas of the sample unit. Application of the unit in their classrooms varied depending on the age of their students and time available in their teaching schedules.

Data Source

The data source is two fold: (1) student teachers receiving instruction from the researchers, and (2) the students of the student teachers who applied the model in their classrooms. Evaluation of the project is based on both product and process outcomes for both groups of subjects. Product outcomes are assessed according to content analysis of materials generated by the instructional process such as critical viewing worksheets and video productions, and by assessment with as post test developed to measure identification of communication functions in television programming and newspaper content. Process objectives are evaluated through content analysis of teacher journals and student evaluations, and by classroom observations.

Results

Because the major purpose of the demonstration portion of this project was to test the usefulness of the model in operationalizing the concepts of communication competency and integration, the process data is most important. Both teachers and students rated the use of television as an instructional strategy as highly motivating. Students liked the reading, writing, performing and viewing required of the production process, and teachers liked teaching these skills via television production activities. The major problem appearing in both teacher and student evaluations is one often cited in the literature, lack of familiarity and comfort with the technology.

Assessment of product results shows that students were better at identifying and expressing communication functions in the production of video projects than they were in identifying them through critical viewing. In general, both student teachers and students were successful in developing a video production which demonstrated application of knowledge of language functions. The ability to identify communication functions through critical viewing, however, varied. Student teachers who received instruction in the sample unit but did not teach it scored lower on the post test than did either the teachers who taught the unit or the students of the student teachers who received the instruction.

Although the delineation of competencies of the areas of reading, writing, speaking and listening to be assessed by the production projects was very limited, student success in meeting the objectives in reading, writing, and speaking were high. The ability to evaluate, the competency defined for listening, was not successfully demonstrated.

Conclusions and Importance

The application of the model in this study demonstrated a method for operationalizing the concepts of integration, communication competency across media and mode (i.e., print-oral, expressive-receptive), and teacher generation of instructional strategies. In addition, the vehicle of television production proved highly motivating. Generalizations about the use of television production to specific competencies in the areas of reading, writing, speaking and listening are not possible from this limited application of the model. The data do suggest, however, that the concrete experience of television production (parts 2 and 3 of the sample unit) should precede the more abstract experience of critical viewing (part 1 of the sample unit). Although familiar with the content of the medium, children apparently find it difficult to analyze.

The importance of this study lies in the development of an integrated instructional model that demonstrates how theoretical concepts in communication education may be operationalized. In addition, the vehicle for operationalization brings to instruction a medium which for children is a highly motivating and relevant out-of-classroom experience.

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DEVELOPMENT OF MODEL

RATIONALE

The framework of the project was a model which teachers and teacher educators can use to develop, implement and evaluate integrated instructional strategies. The model is a process structure for teachers to use in generating instructional strategies that are appropriate to individual classroom environments.

Drawing from the research in the language arts (Petty, Petty, and Becking, 1976; Moffett and Wagner, 1976), and specifically from the language arts project in the Institute for Research on Teaching, the theoretical model represents a process definition of the basic skills. As processes which are used to access information, reading, writing, speaking and listening are differentiated by medium (print, oral) and mode (expressive, receptive) rather than as distinctly different skill areas. This relationship is represented in Figure 1.

Figure 1

Conceptual Model of Language Arts

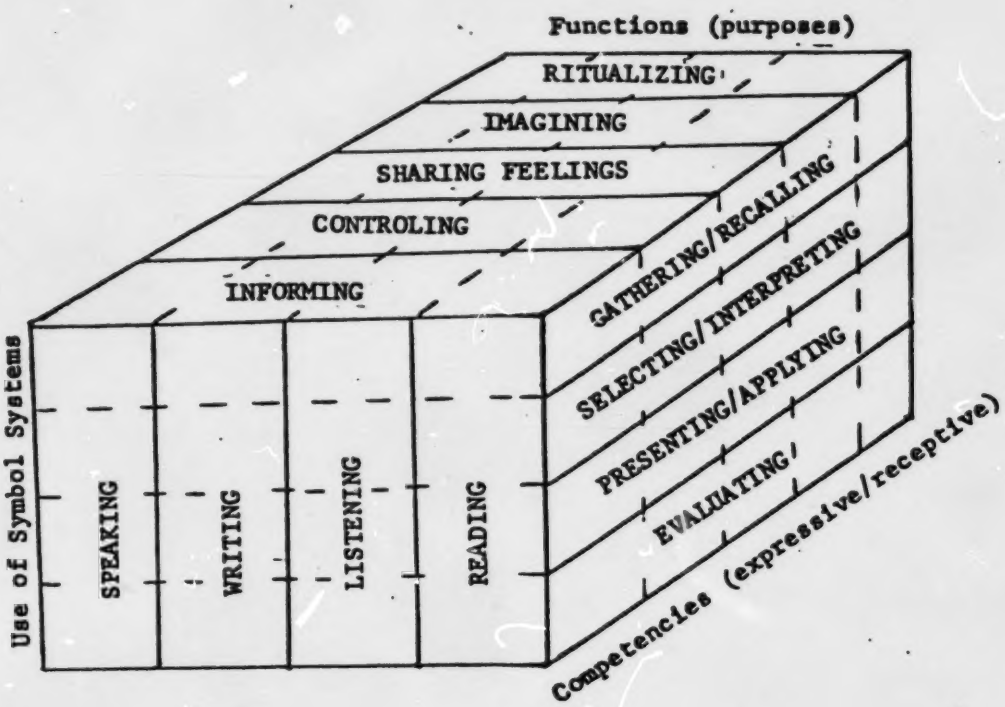
Medium	Mode: Receptive	Mode: Expressive
oral	listening	speaking
print	reading	writing

Combining this perspective of basic skills with the functional competencies model defined by research in speech communication, the theoretical model delineates the concept of integration for basic skills education. This

delineation identifies common functions (or purposes) and common competencies across the basic skills area of reading, writing, speaking, and listening in a problem solving context. This relationship is represented in Figure 2.

Figure 2

Integrated Instructional Model



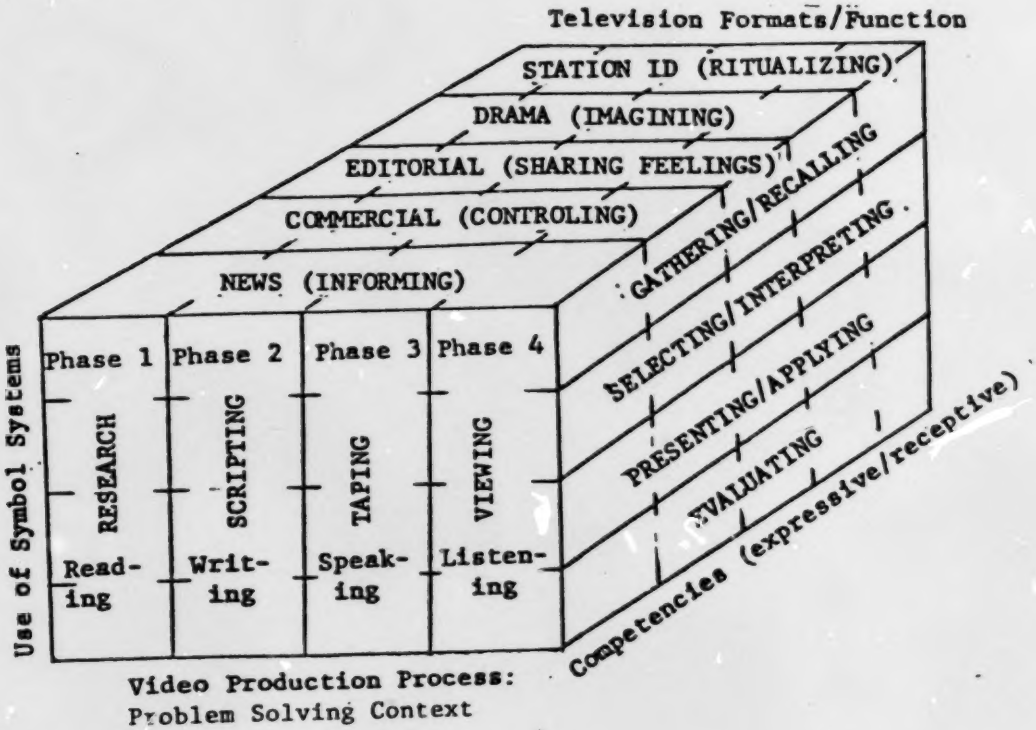
The functions of informing, persuading, sharing feelings, imagining, and ritualizing which define one axis of the model identify the various contexts or purposes for which language is used to solve problems. The functions transcend the basic skill areas and provide the context for applying and assessing competencies.

The competencies of gathering/recalling, selecting/interpreting, presenting/applying, and evaluating/editing identify the aspects of one's ability to use language appropriately and effectively in problem solving strategies. As with the functions defined in the model, the defined competencies transcend all skill areas.

The final step in the development of the theoretical model of integration of basic skills education is based on research in teaching the use of video as a communication medium. The model is operationalized through the use of television production as a teaching strategy. The relationship of the television production process to the integration of basic skills instruction is represented in Figure 3.

Figure 3

Integrated Learning Model



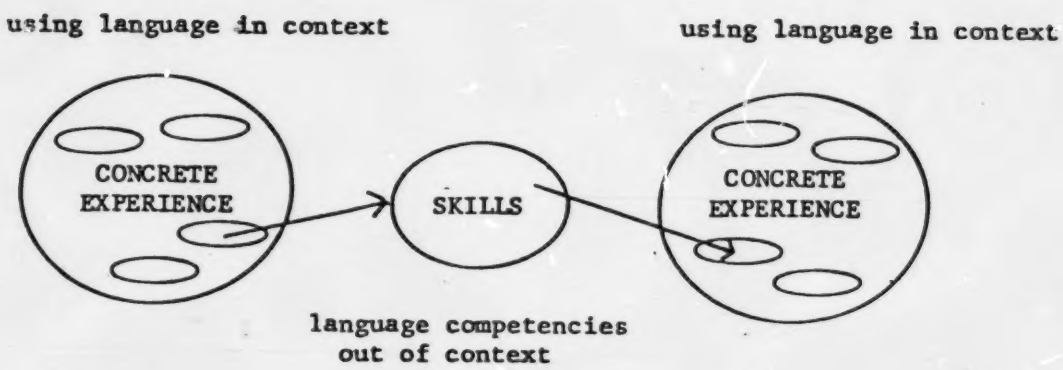
With the concept of a real audience, the creation of television productions provides the opportunity for interactive use of basic skills in a relevant problem solving context. First, familiar television formats provide analogs to the taxonomy of language use functions. The dominant purpose of the news format, for example, is to inform, that of the commercial format to persuade (control), and so on. (The formats identified in the learning model are not

meant to be exhaustive, but rather as examples.) Second, the process of television production requires that each skill area function as the primary means of accessing information at some stage in the problem solving process. Reading, for example, is primary in the first step when the production is being researched, writing in the second step when the script is prepared, speaking in the third step of performing and recording, and listening in the fourth step of playback and viewing. Third, researching, writing, performing and viewing in relationship to a defined audience provides the problem solving context for application of the strategies.

Student achievement objectives for each step of the production process, and thus for each of the basic skills areas, are defined according to the taxonomy of competencies. The application of the learning model is based on research in the language arts program of the Institute for Research on Teaching which has resulted in an instructional model. The instructional mode is represented in Figure 4.

Figure 4

Instructional Model



Each of the four steps of the television production process represent a concrete experience of using language according to a particular function, mode and medium. For each of the steps, behavioral objectives are established based

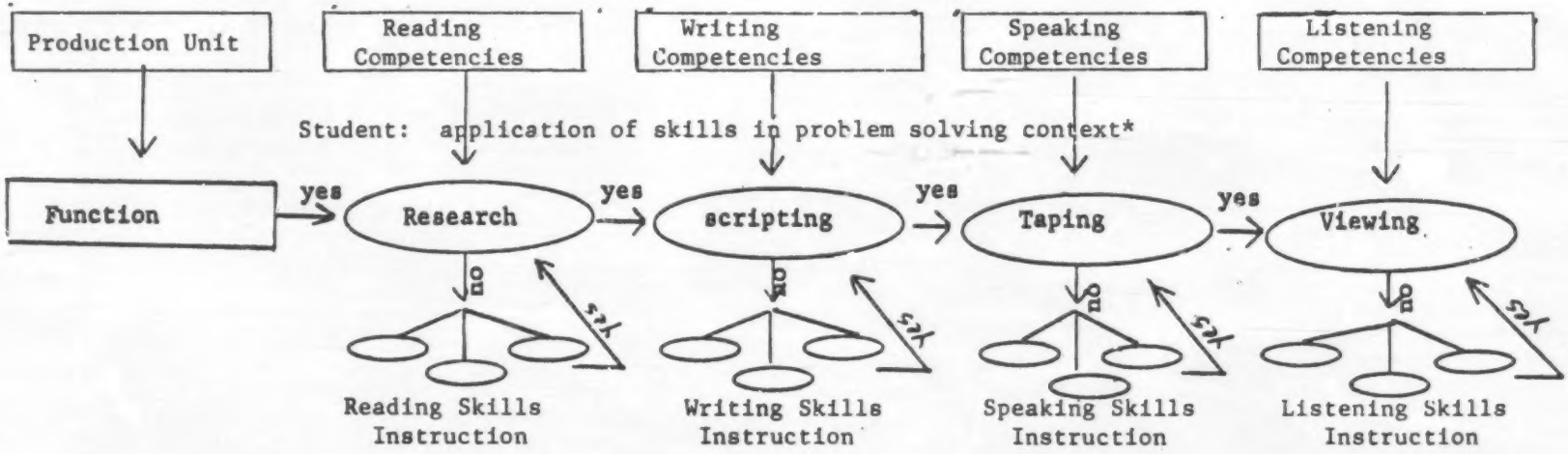
on the taxonomy of competencies (i.e., application of competency categories according to medium and mode). Assessment through observation provides identification of competencies which may need specific instruction outside the context of the concrete learning experience.

Combining the learning model and the instructional model, results in the instruction-learning interaction represented in Figure 5.

Figure 5

Instruction-Learning Interaction

Teacher: observation/assessment of skills in problem solving context*



*Problem Solving Context: Concrete learning experiences

Research = reading as process of accessing content in relationship to audience and function of message

Scripting = writing as process of creating content in relationship to audience and function of message

Taping = speaking as process of expressing content in relationship to audience and function of message

Viewing = listening as process of evaluating content in relationship to audience and function of message

APPLICATION OF MODEL

SAMPLE UNIT

SUBJECT MATTER: Introduction to language functions, visual language, and television production process

PURPOSE: Understanding the interrelationship of reading, writing, speaking and listening in a problem solving context (i.e., across medium and mode)

COMPONENTS:

I. Identification of functions or purpose of content of various media

II. Identification of language functions in the visual language of television, and introduction to use of video equipment

III. Application of knowledge of communication functions in production activities

COMPONENT I: Identification of function or purpose of content of various media

The sequence of critical viewing/reading/listening activities moves from the setting of interpersonal to mass language use, and from the medium of oral to print.

Competency 1: Identification of communication functions by content of interpersonal interactions

Competency 2: Identification of communication functions by format of television programming

Competency 3: Identification of communication functions by format of newspaper content

Depending on the grade level and the amount of time available, these competencies can be expanded to include categorization and classification of radio programming or magazine content, as well as types of books, films and music according to communication functions.

COMPETENCY 2: Identification of communication functions by format of television programming

Sub-Activity A: Identification of television formats

Learning Objectives

(1) In class, when given samples of television programming the students will be able to categorize each according to format

(2) Given an understanding of the various formats of television programming the students will record all programs viewed during a given evening, onto viewing log 1, according to format

(3) Through a guided class discussion, students will be able to provide supportive statements regarding their recorded responses to viewing log 1

Strategies

(1) Through teacher initiated and guided discussion the students will be informed about the formats of television programming

(2) As each format is discussed a group chart or similar device for visualizing each format type is developed by the group; including representative programming inclusive of each format

(3) Students are then given viewing log 1 and the task to watch television and record the content viewed according to each format

(4) When the group reconvenes with viewing log 1 completed, a whole group chart is developed and displayed for purposes of discussion and reinforcement

(5) As the students share their findings, they are asked to substantiate their responses

(6) Closure for this activity consists of modifying the group chart as necessary according to group concensus and reviewing the various formats of television programming

Evaluation

(1) Each student will be able to categorize given samples of television programming according to format

(2) Completion of viewing log 1 with television programs grouped according to format

(3) Children will lend supportive statements to substantiate their responses to viewing log 1

LOG 1: TELEVISION FORMATS

#	CONTENT	OTHER	STATION ID	COMMERCIAL	TALK SHOW	CARTOON	MOVIE	SPORTS	DRAMA	COMEDY	GAME SHOW	NEWS
1												
2												
3												
4												
5												
6												
7												
8												
9												
10												
11												
12												
13												
14												
15												

Sub-Activity B: Identification of communication functions of television programming

Learning Objectives

(1) In class, when given samples of television programming the students will be able to categorize each according to communication functions

(2) Given an understanding of the communication functions of television programming the students will record on viewing log 2 the functions of the formats for each program watched

(3) Through guided discussion, students will be able to provide supportive statements regarding their recorded responses to viewing log 2

Strategies

(1) Given a label for each function of television programming (informing, persuading, ritualizing, sharing feelings, and imagining) the teacher, through guided whole group discussion, role play, v./t. or other suitable visual, will demonstrate each of the communication functions and their purposes.

(2) Students are given an opportunity as individuals or groups to act out the communication functions (producers) while the remaining group (viewers) attempt to identify each function

(3) After each group has performed the students are asked to state how each function made them feel and what they felt the purpose of each function acted out was

(4) Functions and their purposes are now reviewed and log 2 is handed out and explained. Once the log has been explained the students are assigned to record television programming according to function

(5) Group reconvenes with log 2 completed, with programming categorized according to function, and a list is developed for each function as the students share their findings. This list visually demonstrates for the students the kind of programming typified by each function

(6) During the process of sharing the children are asked to substantiate their responses

(7) Closure for this activity consists of modifying the chart per group consensus and reviewing the various communication functions of television programming

Evaluation

(1) Given samples of communication functions the student will be able to appropriately identify each function

(2) Each student will fill out viewing log 2 according to communication functions

(3) Each student will lend supportive statements to substantiate their responses to log 2.

LOG 2: TELEVISION FORMAT/FUNCTIONS

#	CONTENT	FORMAT	COMMUNICATION FUNCTIONS: INFORMING	SHARING FEELINGS	IMAGINING	PERSUADING	RITUALIZING

Sub-Activity C: Identification of the relationship of communication format to communication function

Learning Objective

(1) In class, when given sample labels, video taped segments, or other visual clues of television formats, the students will be able to attach the appropriate communication function(s) to each format presented

(2) In class, each student will offer supportive statements for having matched a particular format to function or vice versa

Strategy

(1) As a given, the students understand television program content as consisting of format and function. This activity brings together the existent knowledge and guides the students to see that a specific format typically utilizes a particular communication function.

(2) Teacher and students review format and communication functions of television programming

(3) Cards, posters, or other visuals are displayed labeling format and function and through teacher led discussion the students analyze specific format examples for their function value (i.e., a news program is primarily informational, a commercial is primarily persuasive

(4) Students are now given practice matching format to function and function to format while constructing a group chart

(5) As the chart develops the students offer supportive statements for their reasonings

(6) Closure for this activity consists of the students and teacher reviewing the communication functions by format of television programming and then speculating as to whether or not other mediums utilize such communication functions

Evaluation

(1) Children are able to correctly categorize program format according to communication function and vice versa

(2) Students are able to find supportive statements for choosing a particular format and function

COMPETENCY 3: Identification of format and language functions by content of newspaper

Sub-Activity A: Identification of newspaper formats

Learning Objectives

(1) Students analyze a newspaper into specific components of formats (i.e., mast head, news article, human interest story, etc.) Log 3

Strategies

(1) Given a set of newspapers the students in groups set about the task of identifying as many different components as possible

(2) After an agreed upon time, through a teacher led discussion, the groups lists via chart or other visual mode, the different parts of the paper. Teacher, as facilitation fills in needed word concepts where necessary.

(3) The newspaper is now dissected in piecemeal fashion, with teacher taking lead, supplying appropriate labels for each component as well as reasons for each aspect of the paper.

(4) A list or chart of the various components of a newspaper is compiled

(5) Students are given the opportunity to label the component parts of a newspaper individually or in groups

(6) Teacher generates discussion regarding the comparisons between television formats and newspaper formats

(7) Teacher administered instrument is given in which students identify newspaper formats (Log 3)

(8) Instrument is processed and a review of newspaper content according to format is conducted

Evaluation

(1) Students are able to identify formats of a newspaper

(2) Students are able to separate a newspaper into its specific format

(3) Students correctly identify newspaper formats on teacher administered instrument

LOG 3: NEWSPAPER FORMATS

#	CONTENT	ADVICE COLUMNS	NEWS	EDITORIALS	MASTHEAD	LETTERS TO EDITOR	COMICS	ADVERTISE-MENT	SPORTS	HUMAN INTER-EST ARTICLES	CLASSIFIED ADS	CROSSWORD PUZZLE	OTHER

Sub-Activity B: Identification of language functions by content of newspaper

Learning Objectives

(1) Given a newspaper with which to work, the students are able to categorize specific articles with respect to their communication functions. Through class discussion, students will be able to provide supportive statements regarding their categorization of aspects of a newspaper

Strategies

(1) Students and teacher review newspaper formats and functions and a list is placed on the board for reinforcement

(2) Using newspapers the teacher and students

a) break the paper into formats and

b) look at each format for the communication function(s) they utilize

(3) Using a chart the group lists formats and functions (this activity can be done jointly with two or separately) with the aim of discerning whether or not certain formats primarily utilize specific functions

(4) To demonstrate their understanding of format as it relates to function the children, individually or in groups, select or are given a function and write out an article format that exemplifies that function

(5) After the stories are written they can be shared with the group guessing or deciding whether a given format stressed a particular function

(6) Log 4 is handed out, explained, and the children are asked to record their responses

(7) Log 4 is discussed as a group and the children are asked to support their responses

Evaluation

(1) Children are able to break a newspaper down into format groups

(2) Children are able to analyze format groups for their function value

(3) Children will write a newspaper format demonstrating a particular function

(4) Students fill out Log 4 demonstrating an understanding of communication function

(5) Students well support their responses to Log 4

LOG 4: NEWSPAPER FORMAT/FUNCTIONS

#	CONTENT	FORMAT	COMMUNICATION FUNCTIONS: INFORMING	SHARING FEELINGS	IMAGINING	PERSUADING	RITUALIZING

COMPONENT II: Identification of the language functions in the visual language of television, and introduction to the use of video equipment

Competency 1: Video production exercise illustrating the effect of visual information on perception

Competency 2: Video production exercise illustrating that information depends on point of view

Competency 3: Video production exercise incorporating point of view of television shot (long, medium, and close-up)

Competency 4: Video production exercise illustrating visual structure achieved through camera movement of tilt, pan, zoom

Competency 5: Video production exercise visualizing the meaning of a set of interrelated words

Competency 1: Video-production exercise illustrating the effect of visual information on perception.

Learning Objective

1) Given, self selected pictures, with a common theme, students will create a story corresponding to those pictues.

2) Presented with a model script format, each student will script their stories according to this format.

3) Given a variety of playback modes (audio on/visual off; visual on/ audio off; audio/visual on) the student will be able to identify specific differences in those playback modes regarding the effectiveness of each as a communication form.

Strategies

1) As an initial motivation the teacher prepares a variety of books to share with the children (e.g., words, pictures). A discussion as to how different media communication follows and the task of creating their own stories based on pictures centering on a central theme is communicated to the children.

2) Pictures are compiled and then a story line is developed to accompany the pictures.

3) Script format is introduced and students are provided with a form on which to list picture(s) and accompanying narration.

4) Once stories are scripted they are audio/visual taped.

5) Once audio/video taped, they are played back to the group in three modes: audio/visual; visual only;audio only.

6) A class discussion is conducted comparing the difference in and the effectiveness of the messages communicated through each form.

7) Closure for this lesson in values, a renew of scripts according to the presented format, and a summary of the findings from the group in regards to the three play back phases.

Evaluation

1) Children write stories according to a presented script format from pictures that have been self selected.

2) Students will engage in a group discussion comparing the differences and similarities in the video tape when played back in three modes: a) audio-visual, b) visual only; c) audio only.

COMPETENCY 2 - Video production exercise illustrating that information depends on point of view.

Learning Objectives

1) After having been exposed to pictures of an object photographed from various points of view and given a ditto explaining point of view the students will state in their own words the meaning of point of view.

2) Given an object selected by choice the children will demonstrate an ability to use point of view by video taping that object using a close up shot.

3) The students will write two descriptive clues to help identify the object and will use those clues as narration on the video tape.

Strategies

1) Presenting the concept point of view is best accomplished by providing the student with a visual display of this concept.

   a) teacher provides picture of object from various angles and shots.

   b) teacher shows four specific shots: 1) a frontal view; 2) a top view; 3) an underneath view; and 4) a close-up view of the same object.

   c) discussion ensues for the purpose of deciding on how different shots of the same object communicate different kinds of information to us.

   d) for that particular object a list is made of student elected statements concerning the information each picture provides them with.

   e) the advantages and disadvantages of each type of shot is discussed.

2) A simple hand out is given to the students where the notion of point of view is explained.

   a) after the hand out is read it is related to the various pictures.

   b) students are asked to state in their own words the idea of the point of view.

3) Children now select an object to video tape.

4) They write two descriptive clues to help the class identify the objects.

5) The students now video tape their object utilizing a close-up shot including for the audio portion their two descriptive clues.

6) After all the objects have been taped a composite will be viewed by the class with the class attempting to identify the objects.

7) In a class discussion, after viewing, the following topics are addressed:

   a) how did the close-up shot affect our understanding of the object?

   b) how did the descriptive clues help or hinder our identifiction of the object?

   c) what does point of view mean from the visual reference, does our definition now differ from our original one?

Evaluation

1) Children are able to demonstrate point of view verbally through definition and as a camera technique through utilizing a close-up shot on the video-tape.

2) Children are able to write descriptive clues for an object.

3) Children will participate in a class discussion concerning point of view and the information different shots convey.

COMPETENCY 3: Visual production exercise incorporating visual point of view of television shot (long, medium, and close-up)

Learning Objectives

1) Given an exposure to and an opportunity to practice discriminating between the basic shots the students will be able to verbally identify each kind when presented with a visual stimilus depicting one of the three basic shots.

2) In small groups, working together, students are able to write a script which will utilize the three basic shots.

3) Each group, given an assigned function, will write a script to demonstrate that particular communication function.

4) As the composites played back the students will verbally or in writing, evaluate and demonstrate mastery by identifying the shots that were utilized as well as the communication functions employed.

Strategies

1) Teacher led discussion communicates to students that this activity is an extension of the preceeding one while emphasizing that different points of view in the form of the three basic shots (close-up, medium, and long shot) convey different types of information.

   a) teacher may use pictures or video tape utilizing these shots to orient students to this concept.

   b) discussion proceeds comparing the difference and similarities between each shot as well as when each shot might be most appropriate.

   c) teacher presents the three basic shots and students are to identify each appropriately.

2) Once the basic shots appear to be understood the students are broken into five groups, each group given a particular function, and are assigned to write a script incorporating each of the basic shots while demonstrating their assigned function.

   a) script format is followed identifying the type of shots, the pictures and narration.

3) Each group now video tapes their production.

4) To process this activity each groups production will be viewed by the class to (1) identify the use of the basic shots and (2) identify the basic skill function being utilized both visually and orally. At the teacher's option this may be demonstrated verbally or in writing.

Evaluation

1) Children are able to verbally or in writing, identify the three basic shots.

2) Children are able to demonstrate mastery of camera techniques by utilizing the three basic shots during their production.

3) Children are able to script a story to demonstrate a particular function.

4) Children are able to use an appropriate script format.

5) Children through discussion or in writing will evaluate each production by (1) listing the long shots seen, listing the medium shots seen, listing the close-up shots seen. (2) specifying the particular function utilized.

COMPETENCY 4: Video production exercise illustrating visual structure accrued through camera movements of tilt, pan, zoom

Learning Objectives

1) Given the definitions of camera movement and opportunities to practice distinguishing between each (tilt, pan, zoom, dolly) the children are able to operationalize these movements with the camera.

2) Working in groups, students are able to write out the sequence for a step by step demonstration to be followed during video taping.

3) Working in groups, students will write out camera instructions to be followed during video taping.

4) Students working in groups are capable of including all of the basic camera movements in creating a step by step demonstration performed by fellow class members.

Strategies

Students are given a hand out explaining, or a video tape demonstrating camera techniques of tilt, pan, zoom, and dolly; or both and then opportunities to practice distinguishing between each type. They are then broken into groups and assigned to use the above techniques in the production of a step by step demonstration employing each of the aforementioned camera movements. Prior to taping, the children will write out the sequence of the demonstration along with instructions for the demonstrated camera movements. After the productions are taped the class shall watch and evaluate the composite to determine if the aforementioned camera movements are demonstrated.

Evaluation

1) Children are able to distinguish between the various camera movements presented in this lesson either verbally or through a written format.

2) Children in groups develop a step by step demonstration which includes the use of basic camera movements written out sequences and written out camera instructions.

3) Audio track included with step by step demonstration.

4) Children will evaluate each production orally or in a written form to determine the utilization of each camera movement.

COMPETENCY 5: Video production exercise visualizing the meaning of a set of interrelated words

Learning Objectives

1) Given a list of known vocabulary words with a common theme the students working in groups will write a scripted story which includes each of the vocabulary words presented.

2) Students in groups will enact and video tape the scripts. The class, given an opportunity to view each production in three phases: with both audio and visual modes, audio only, and visual only. Will participate verbally in a discussion on the meaning communicated through the various modes.

Strategies

Student groups are given several interrelated words (e.g., marsh, mallard, bog, flock) with the task of writing a script that includes each of the words on the vocabulary list. The students then perform and produce the scripts using the techniques learned in earlier exercises. When the tape is completed they will be viewed by the class twice with the audio/visual modes, the audio on visual off, and the visual on and audio off. A discussion will follow the showing of the composite to explore the differences in meaning communicated by each mode.

Evaluation

1) Use of various camera movements.

2) Use of various point of view shots.

3) Use of written format for scripting.

4) Use of written format for camera instruction.

5) Enactment of story according to script.

6) Video taping of story following script.

7) Oral discussion concerning the meanings communicated through the various play back modes.

COMPONENT III: Application of knowledge of language function in production activities

Competency 1: Application of knowledge of communication function in role play

Competency 2: Application of knowledge of language function in the design, writing, and performance of skits

Competency 3: Application of knowledge of language functions in the interactive use of reading, writing, speaking, and listening in the problem solving context of producing a television program for an audience

COMPETENCY 1: Application of knowledge of communication function in role play

Learning Objectives

(1) When given a statement representative of one of the communication functions the students, working in groups, will demonstrate that statment through role play

(2) Students will video-tape the role plays

(3) Students will engage in a whole class discussion analyzing the video-taped productions of other groups on the basis of understanding and conveying of the particular language function communicated.

Strategies

(1) Students review communication functions and their purposes in language

   (A) examples are generated from the children based on experience

   (B) the experience statements are listed in some fashion under the appropriate communication function heading for reinforcement

(2) Teacher informs students that they will be given a statement representing a communication function and it will become their challenge to act it out in a role play situation so that it conveys their assigned communication function

(3) Broken into 5 groups the students prepare their role plays

(4) Children role play their statement and are video-taped

(5) Once all groups are taped, the compiled tape is shown and the viewers attempt to identify the intended communication function

(6) Again the tape is played back while each students participates in an analysis of each production using an "I like, I didn't like format along with recommended changes in these productions (such an evaluation can be written as well as oral)

Evaluation

(1) Children are able to role play stimulus statements representing a communication function correctly

(2) Children evaluate the appropriateness of the communication functions intended verbally or in written form.

COMPETENCY 2: Application of knowledge of language function in the design, writing, and performance of skits.

Learning Objectives

(1) Students, in groups, will write a skit based on one of the language functions

(2) Skits will be written

(3) Skits will be video-taped

(4) Students will evaluate the productions to determine the effectiveness of communicating an intended language function

Strategies

(1) Students are broken into groups assigned a communication function and are given time to prepare a skit demonstrating their assigned function

(2) The skit is written out and is then scripted into a format that specifies setting, action, and narration, in relation to one another (Teacher provider reinforces and review of this model if necessary)

(3) The skits are performed and recorded on video-tape

(4) After all the groups have recorded their skits the playback is viewed, evaluated and discussed.

Children verbally or in written form state what they liked, didn't like, what they might change, and if they felt the group demonstrated correctly their communication function through the skit.

Evaluation

(1) Students ability to write a script that demonstrates a specific language function

(2) The production of the skit recorded on video-tape

(3) Group evaluation of the video-taped productions to determine the effectiveness of the presentation (i.e., did it communicate the appropriate function)

COMPETENCY 3: Application of knowledge of language functions in interactive use of reading, writing, speaking and listening in the problem solving content of preparing a television program for an audience.

Learning Objectives

(1) Given a book, poem or other piece of lieterature, the students, working in groups will develop an adaptation of that literary piece based upon a selected language function to be video-taped.

(2) Story adaptation should be written according to the script format provided

(3) Given a compilation of the five productions the students will evaluate each making recommended suggestion for reworking or refining each production

(4) On the basis of their evaluation and the evaluation of another set of viewers the students will rework the production and produce it a second time.

Strategies

(1) Students are given a literary piece to read

(2) The piece is discussed and looked at from the perspective of each language function

(3) Ideas are generated regarding how one might adapt the literary piece to a given function. These general ideas are left on the board to assist in the initial literary adaptations

(4) Children are reminded to follow the script format for their productions

(5) Students practice their productions and choose one person to operate the camera

(6) The productions are video-taped and compiled

(7) After a viewing of the productions the children process each though evaluating

(A) the effectiveness of the intended function to communicate meaning

(B) suggestions for improvement

(8) Tape is cable casted to cooperating school where a group of viewers will evaluate production and send back their feedback

(9) Based on feedback from both sources the children will rework and produce it a second time

Strategies (continued)

(10) Now both productions are viewed back to back and evaluated in terms of the following

(A) what did you like/didn't like

(B) in which ways were production 1 and production 2 different/similar

(C) which productions, 1 or 2, communicated more meaning?

(D) how did the camera technique assist or hinder the communication purpose of each function?

Evaluation

(1) the development of a televised production of a literary piece that corresponds to a basic language function

(2) the scripting of the adaptation according to a specified format

(3) ability to video-tape the productions according to directions outlined on the script format

(4) evaluating the productions offering suggested ways to improve on each production

(5) children are able to re-produce their adaptation including the recommended changes suggested by both sets of viewers.